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OVERVIEW

THE CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

Our nation has a long and honorable commitment to assisting individuals, families, and communities who either have not fully shared in America's prosperity or have short-term needs created by changes in life circumstances. This commitment is rooted in the hearts of individuals and by those with a stake in community. Clearly, government can support such efforts, but across the country national and local nonprofit organizations, including faith-based groups, are on the front lines, working to improve lives in some of the hardest pressed communities in America.

The set of institutions in America that is private, nonprofit, and self-governing has come to be viewed both as a critical component of community life and as a convenient and fulfilling way to meet community needs.

The Corporation for National and Community Service will help assure that the government contributes to and supports the volunteer and service efforts of individuals, organizations, and communities. Specifically, our mission is to support people and organizations in using citizen service as a strategy to meet critical national and community needs, to foster an ethic of civic responsibility, and to strengthen the ties that bind us together as a nation.

We believe that service has a positive impact on those who serve. It builds civic responsibility and enables participants to practice responsible citizenship. It helps youth make the transition into adulthood. It enables seniors to leave a legacy. Through service, members of a community see themselves as problem-solvers, not problems; become leaders, not just followers; and become citizens, not spectators, in their communities. Further, through service individuals develop additional skills and gain valuable experience that will serve them well in the future.

We continue to make children and youth a priority that cuts across our programs and activities.

For 2002-03, the Corporation has set several specific goals:

- Strengthening the capacity of nonprofit organizations, including community and faith-based organizations, to assist individuals, families, and communities in need.
- Increasing the amount of volunteering and civic engagement in America.
- Building upon the successful practices of the organizations and individuals we help support.
- Expanding partnerships with public and private organizations at all levels—national, state, and local.
- Leveraging resources, and investing strategically, to make the contributions of the Corporation more effective.

THE AMERICORPS NETWORK

AmeriCorps is a national service network that provides full- and part-time opportunities for participants, called members, to serve their communities and address local environmental, educational, public safety, or other human needs. Within these four issue areas, programs may submit proposals that address specific problems of local communities. In other words, local needs drive AmeriCorps.

The AmeriCorps national service network includes AmeriCorps* State and National programs, Indian Tribe and U.S. Territory programs, Education Awards Program, AmeriCorps Promise Fellows, AmeriCorps*VISTA, and AmeriCorps*NCCC. Through service with community organizations and agencies, in communities large and small throughout America, AmeriCorps members fulfill their pledge to “get things done.”

In the short time since AmeriCorps’ inception, its members have achieved impressive results. This year, more than 50,000 AmeriCorps members will serve communities throughout the country.

You should use these guidelines if you are applying for an AmeriCorps Education Awards Program grant.

WHAT’S NEW FOR 2002?

Reduced Part-Time Terms of Service, Education Awards, and FTE’s

The Corporation has changed the Terms of Service, FTE calculation, and related Education Award amounts to simplify them. Programs will no longer pro-rate the reduced part-time (now called half-time) education award or FTE calculation based on hours served. The education award and FTE calculation for each category of Term of Service is set regardless of the number of hours served. Making this change standardizes the Education Award and FTE calculation so that there are no longer potentially hundreds of categories below the half-time level.

The following chart outlines the changes for all terms of service:

| | # of hours ¹ | Ed Award | FTE ² |
|-------------------|-------------------------|------------|------------------|
| Full-Time | 1700 | \$4,725.00 | 1.000 |
| Half-Time | 900 | \$2,362.50 | 0.500 |
| Reduced Half-Time | 675 | \$1,800.00 | 0.375 |
| Quarter-Time | 450 | \$1,250.00 | 0.250 |
| Minimum-Time | 300 | \$1,000.00 | 0.200 |

¹ Represents the minimum number of hours a member serves.

² Used to calculate cost/FTE and is fixed regardless of the number of hours served.

Citizenship

We encourage Education Awards Programs to provide training and the use of service experience to help members acquire the knowledge, skills, and values needed to be active citizens of communities. You have the flexibility to determine the materials you may wish to use to conduct citizenship training. This year the Corporation, in partnership with a number of programs across the country, is testing the impact of two curricula. See page 8 for more details.

Mobilization of Volunteers

A fundamental purpose of AmeriCorps is to help mobilize, support, and manage the vast networks of volunteers assisting nonprofit organizations in meeting community needs. We will give a preference to programs that involve AmeriCorps members in mobilizing volunteers to help meet community needs. We recognize that some program designs are not suited to mobilization and management of volunteers. Such programs may still apply for AmeriCorps funds.

Support for Community Organizations (Secular and Faith-Based)

For the 2002-03 program year, programs requesting new funding from the Corporation should demonstrate a connection with secular and/or faith-based community organizations. We will give greater weight to applicants that address these issues. You will find more information about this on page 13.

We encourage programs requesting continuation funds to expand your relationships with, and support for, the efforts of civic, community, educational, and faith-based organizations to solve local problems and meet the critical needs of individuals and communities.

Student Service

All institutions of higher education must now describe their efforts to support community service under Federal Work Study. See page 16 for specific details.

Electronic Updates

The Corporation is working with other federal agencies to simplify federal grant-making processes (as required under Public Law 106-107) and provide access to federal activities over the Internet (in response to the President's Management and Performance Plan). The AmeriCorps Recruitment System provides one-stop, online shopping for individuals wanting to join AmeriCorps. In addition, the Corporation is developing a new grants management system that will include on-line grant applications, awards, and reporting. AmeriCorps Education Awards Programs will continue to use the WBRS system for member-related procedures and for financial and program reporting. The WBRS system will interface with the new grants database. However, other activities, including applying for grants, audit resolution, and the award process will be done through the new system. We expect the system to be in place by June 2002. AmeriCorps programs will receive their 2002 grant award through the system. The first time AmeriCorps programs will use it for on-line applications will be with the 2003 grants. When the new system is in place, all Corporation programs will use the Standard Federal SF-424 as the grant

application. To assist with the transition, we will use the Standard Form SF-424 in paper form in 2002. The SF-424 face sheet will replace the Title Page. We have revised the program narrative questions to reflect the new format.

THE AMERICORPS EDUCATION AWARDS PROGRAM

This program seeks to broaden the network of national service programs and strategies and to increase the number of communities using AmeriCorps members to better meet their education, public safety, environmental, and other human needs.

Education Awards Programs do not have to provide child care, a living allowance, or health care to participants. Applicant organizations must obtain most or all of the AmeriCorps member and program costs from other sources. The Corporation will consider requests for grants of up to \$400 per full-time member (pro-rated for less than full time members) to defray a minor portion of program management costs. It will pay the education awards for members who successfully complete service.

In fiscal year 2002, the size of the program is dependent upon available appropriations. At this time, we anticipate that approximately 25,000 education awards and approximately \$7 million in program support costs for the Education Awards Program will be available. We anticipate that more organizations will apply than we are able to fund. Therefore, this is a competitive process and we seek high-quality applications as judged by our selection criteria on page 28.

Eligible Applicants

State commissions (on behalf of applicants within their states), nonprofit organizations proposing program sites in more than one state, other programs operating in more than one state, and multi-state collaborations must apply directly to the Corporation.

Local nonprofit organizations, state, and local units of government (other than state educational agencies), and programs that operate only within the state must apply through their respective state commission on national and community service.

Institutions of higher education, groups of two or more institutions of higher education, or state education agencies may apply either directly to the Corporation or through their State Commission on National and Community Service.

Pursuant to the Lobbying Disclosure Act of 1995, an organization described in Section 501(c)(4) of the Internal Revenue Code of 1986, 26 U.S.C. 501(c)(4) that engages in lobbying activities is not eligible to apply, serve as a host site for member placements, or act in any type of supervisory role in the program.

Types of Application Submissions

- If you are applying for the first time to become an Education Awards Program, you must submit an application following these guidelines.

- If your program seeks funds for its second or third year of operation, you must submit a continuation request as described in the section entitled “Continuation Instructions.”
- If your Education Awards Program is in its third year of operation, you must submit a new application following these guidelines. Your application must include a summary describing your program’s impact and accomplishments for all previous years of AmeriCorps funding. In addition to your application, our staff will review and consider previous grant performance information and data from our management information systems, including enrollment and retention rates and impact data. We will consider the quality of your program and the extent to which you have successfully met your outcome objectives in determining whether to recommend funding for another three-year cycle.

Proposal Deadlines and Submission Requirements

There are three deadlines for AmeriCorps Education Awards Programs. This creates maximum opportunity for potential and current national sponsors as well as state commissions to identify and support promising local or statewide initiatives.

Applications must arrive at the Corporation by 5:00 p.m. Eastern Standard Time on February 6, 2002, May 14, 2002, and November 7, 2002. Programs planning to operate only in the summer should use the February or November submission dates. Facsimiles or electronic versions will not be accepted

If you are eligible to apply directly to the Corporation, you must submit one unbound original and two bound copies of the application to:

Corporation for National and Community Service
AmeriCorps Education Awards Program
Box ACEAP
1201 New York Avenue, N.W.
Washington, D.C. 20525

To expedite the review process, we encourage all applicants to voluntarily submit four additional copies of the application.

If you must apply through your state’s commission, you should contact your commission immediately for state application requirements and deadlines.

For further information, please call (202) 606-5000, ext. 417, or 1-(800) 735-2258 (TDD), or visit the Corporation’s website at www.cns.gov. You may also request these materials in an alternative format.

WHAT YOU NEED TO KNOW ABOUT DESIGNING AN AMERICORPS PROGRAM

AmeriCorps funds and supports high-quality programs that get things done, encourage responsibility, expand opportunities, and strengthen communities. AmeriCorps members undertake service that has a maximum impact on our nation's communities and would not be provided without the service of AmeriCorps members and the volunteers they generate.

Getting Things Done

Your program must provide opportunities for your community to define and solve its problems. You must be able to demonstrate that your program or the service you offer provides a direct benefit that the community values, and that existing funds or volunteers do not already provide this service. **If you already sponsor a service program, you should explain clearly how the availability of education awards adds value to your proposed program.** This may be accomplished by increasing the number of members otherwise participating in your service program, launching new service sites, initiating new service activities, or other strategies that expand your program. In addition, your program service activities must demonstrate positive impact on the communities you serve. Program activities cannot duplicate the routine functions of workers, nor may programs displace paid employees.

Direct Benefit

AmeriCorps provides a variety of specific and identifiable services to communities. For example, your program may renovate low-income housing or create a playground in a vacant lot. You may engage in human service projects such as tutoring, mentoring, or conflict resolution. Or you may recruit, coordinate, and manage volunteers whose service benefits the community directly. We do not generally consider clerical tasks or research a direct benefit. However, you may need assistance to develop your project. For example, your project may use a team to provide meals, transportation, and health services to the homebound, and you need to conduct a door-to-door survey of community residents to help identify those in need of this service. Because the survey in this instance serves as a springboard for providing a service, it satisfies our direct benefit requirement.

Issue Areas and National Priorities for 2002 Programs

Each year the Corporation considers priorities within the four issue areas: education, environment, public safety, and other human needs. Our national priority for fiscal year 2002 within the four issue areas continues to be children and youth. Education Awards Programs must follow the national priority. In meeting this priority, your program may focus its efforts on serving children and youth or plan to recruit or coordinate youth volunteers to assist in program activities or both.

We recognize that some high-quality programs meet different priorities and it may dilute your effectiveness if you were to redesign your efforts to focus on children

and youth. Examples include programs that work with homebound elders, do groundwater contamination testing, build houses for low-income people, or help unemployed people find employment. If your program has such a mission, provides high-quality services, and can demonstrate compelling needs, we encourage you to apply. To the extent that the AmeriCorps members you recruit for your program are themselves young, their service itself is a benefit to youth.

Developing AmeriCorps Members

We expand opportunities, helping those who help America. Because of their AmeriCorps service, members develop additional skills, gain invaluable experience, and receive education awards that they can use to repay school loans. Although programs will have different effects on members, depending on program design, all programs should seek to recruit and develop members by including the following components:

Citizenship

The National and Community Service Act of 1990, as amended, has as one of its basic purposes to “renew the ethic of civic responsibility and the spirit of community throughout the United States.”

The Corporation encourages you to provide training and use the service experience to help members acquire the knowledge, skills, and values needed to be active citizens of communities--local, state, national, and international. In the main, that means understanding how communities work and playing active roles in their workings.

We want members to understand the relationships between the kinds of service activities they are doing and other ways of helping communities. These ways may include promoting programs that take advantage of business methods to enhance civic purposes. We want members to acquire some knowledge and experience in the skills necessary to participate in a range of such activities. Where feasible and appropriate, projects should allow members to practice some of these skills during their term of service.

You have the flexibility to determine the materials you may wish to use to conduct citizenship training. This year the Corporation, in partnership with a number of programs across the country, is testing the impact of two curricula. We will share the results of this test with you next year.

We will send these curricula, and accompanying teaching guides, to all programs by the end of September. We encourage the use of one of the two sets of curricula, or a comparable training program. The two sets of curricula are:

- ***By the People*** was developed by the Center for Democracy and Citizenship at the Humphrey Institute of Public Affairs at the University of Minnesota. ***By the People*** was designed to introduce AmeriCorps members and staff to a set of civic concepts that give a

broader context to service and also a set of civic skills to help members serve more effectively .

- ***A Guide to Effective Citizenship through National Service*** was developed by the Constitutional Rights Foundation. By linking citizenship to the mission of AmeriCorps, the Guide helps members develop the connections between their sense of themselves and their value to the community. The ***Guide*** provides tools for integrating active citizenship into the AmeriCorps experience through interactive sessions.

These curricula provide a series of materials and practices that focus on the knowledge, skills, and attitudes essential for active citizenship. Members are also given the opportunity to take action through service projects in the community. These curricula build upon the best practices of service programs across the country. Some examples follow.

Knowledge

To function effectively as a citizen, programs are providing AmeriCorps members with basic knowledge about citizen rights, community issues, and their community's institutions.

Many AmeriCorps programs require members to read newspapers. They supply a great deal of information about community issues. Some programs engage members in critiques of whether local newspapers cover important problems in the community and whether the coverage is fair and accurate.

Some AmeriCorps programs have their members identify and discuss the basic constitutional rights of Americans. Members debate the relative importance of these rights. Then members use this knowledge to help students and others with whom they work understand their basic rights as citizens.

Members working in the field of education are taught through interactive methods how public education is financed in a community and the political processes for making those decisions.

Skills

The AmeriCorps experience is designed to enhance a member's skills. In the area of citizenship, members are provided the ability to use information effectively, to make a plan and act on it, and to move others to support such efforts.

Many good AmeriCorps programs give members the opportunity to debate with their fellow members about issues of importance to the community.

Skills are needed to gather information, organize it, and present one's position before a group. These skills are critical to later participation in civic life.

Many AmeriCorps programs have effective training that develop members' skills to mobilize and manage community volunteers. Members get to put these skills into immediate practice within their service project. These skills are a prerequisite to the effective engagement of these volunteers in the civic life of their community.

Some programs provide members with skills for understanding and analyzing issues of importance to democracy. For example, members develop an understanding of polling and the importance of asking questions such as the sponsor of the poll, the questions asked, whether it was scientific, and its timing.

Values

An effective citizen upholds democratic values. A well-run program supports such values.

AmeriCorps programs often recognize that conflicts and disagreements among members are inevitable. Some programs make connections between these disagreements and the democratic process, and provide members with tools for understanding why different perspectives exist.

Most AmeriCorps members face directly how differences in age, race, gender, and other demographic factors influence peoples' opinions. Good programs often use this reality to reinforce the importance of discussing issues with people with different perspectives to democracy.

Ethic of Service

Service builds civic responsibility and enables participants to practice responsible citizenship. It helps youth make the transition into adulthood. Through service AmeriCorps enables members to see themselves as problem-solvers, not problems; to become leaders, not just followers; and to take personal responsibility.

At the start of their service, all AmeriCorps members take the AmeriCorps pledge:

*I will get things done for America—to make our people safer,
smarter, and healthier.
I will bring Americans together to strengthen our communities.
Faced with apathy, I will take action.
Faced with conflict, I will seek common ground.
Faced with adversity, I will take action.
I will carry this commitment with me this year and beyond.
I am an AmeriCorps member, and I will get things done.*

We ask that you identify your program as part of the national service network and as a program in which AmeriCorps members serve. You can do this through the use of AmeriCorps logos, common application materials, and other means. You are not required to call your program an AmeriCorps program, although you may use the AmeriCorps name along with your own program's name.

To help develop an ethic of lifetime service, programs should provide opportunities for members to consider the meaning of the following line from the AmeriCorps pledge: "I will carry this commitment with me this year and beyond."

Leadership Opportunities

We encourage programs to build member leadership capacity by providing opportunities for members to coordinate activities, recruit volunteers, and serve in team leader capacities in their programs. You may address leadership opportunities in either the program section or in your member development objectives in your application. Please note, however, that members may not be assigned as the legal supervisors of fellow members.

Supervision, Training, and Education

Your program must provide members with the supervision, training, skills, and knowledge they need to perform their tasks. You must give members the background information they need on a community and help them understand the community's need for a specific service or project. You may also provide specific training in a particular field to your members if appropriate. This includes training and education that allows members explore career possibilities in areas such as child development, teaching, public health, or public safety. We encourage you to train members in cardiopulmonary resuscitation (CPR), conflict resolution, and communication skills. A qualified supervisor must provide members with regular and adequate oversight.

Support Services

You must support members who are school dropouts in earning the equivalent of a high school diploma. We encourage you to provide all members who are completing a term of service with information about education and career opportunities.

Recruitment Tools and Resources

AmeriCorps has a new recruitment system on the AmeriCorps website (www.americorps.org). This system allows AmeriCorps programs to post information about their programs and their member assignments. Programs may list multiple assignments as well as multiple geographic sites. Using their own criteria, programs may search for prospective members for their own recruitment outreach efforts. Programs can e-mail both prospects and applicants, to alert them of program information and updates, interview schedules, and other service opportunities. For more information, visit the website. As part of the web-based

recruitment system, prospective members may apply directly to participating AmeriCorps programs electronically, as well as search for programs based on their interests, eligibility, and geographic preference. For prospects without web access or for prospective members who want information and application materials, we have an AmeriCorps hotline available at 1-800-942-2677.

Diversity

Your program builds strong communities when it engages diverse members and staff in common service. You should actively seek to include members and staff from the communities where your project operates, as well as men and women of different races, ethnicities, education levels, socioeconomic backgrounds, and physical and mental abilities. In assessing whether your program meets this criterion, we will take into account that your program objectives might require you to recruit members and staff who share a specific characteristic or background. Please note, however, that your program cannot violate the nondiscrimination, non-duplication and non-displacement rules that govern member and staff selection.

If your program lacks diversity in one or more areas, it must strive in other ways to be diverse. You should intentionally create activities or opportunities for citizens to come together who might not otherwise serve or come into contact with each other. As you strive to achieve diversity, we encourage you to bring together younger and older members.

Strengthening Communities

AmeriCorps strengthens communities through community involvement and consultation. AmeriCorps members help bring diverse individuals and groups together in teams to cooperate in achieving constructive change and to solve critical community problems.

Community Involvement and Consultation

We see local involvement and input as vital to the development of quality service programs that sustain and build communities. You should use extensive broad-based local input to design, implement, and evaluate your project. This includes consultation with:

- representatives from the community you serve;
- members (or potential members) in your program; and
- appropriate community-based agencies, foundations, businesses, local labor organizations representing employees of service sponsors, and local government.

Partnerships with such community groups may help to enhance organizational capacity and strengthen communities. They afford opportunities for you to collaborate and share technical expertise and resources.

Bringing various organizations and people together to accomplish a common goal mobilizes community resources. We will give a preference to programs that involve AmeriCorps members in mobilizing volunteers to help meet community needs. Mobilizing volunteers not only enables programs to accomplish objectives, it provides people with an opportunity to serve. Leveraging volunteers and linking with other existing service efforts (including other local Corporation-funded programs) can enhance program results and build community capacity.

Support for Community Organizations (Secular and Faith-based)

Across the country, secular and faith-based community organizations are on the front lines, working to improve lives in some of the hardest pressed communities in America. The programs and activities supported through the Corporation for National and Community Service give vital help to these efforts. But we can do more.

Earlier this year the President signed two Executive Orders emphasizing the role of community organizations, including faith-based entities, in assisting those whom prosperity has left behind.

The Corporation supports this agenda through all of its programs. In 1993, the national service legislation included community-based organizations as a category for support and defined them as private nonprofit organizations that represent a community or a significant segment of a community and that are engaged in meeting human, educational, environmental, and public safety community needs. The legislation specifically included churches and other faith-based organizations in this definition, recognizing the importance of such groups in dealing directly with the most difficult problems facing individuals in our communities.

Since 1993, we have had extensive experience working with a wide array of community-based organizations. We have worked with community-based organizations such as neighborhood associations, local social service agencies, food banks, credit unions, planning councils, after-school programs, and shelters. We have also worked directly with faith-based organizations in these same categories and have supported directly groups such as Habitat for Humanity, Lutheran Services in America, the Catholic Network for Volunteer Service, and the National Jewish Coalition for Literacy. All of these organizations play a critical role in developing and preserving communities of character in which there is support for those in need, while preserving the dignity of the individual and fostering personal responsibility.

In recognition of the critical role of these organizations, the Corporation recently conducted a meeting of faith-based and small community organizations to identify steps the Corporation could take to make our resources more accessible to such organizations. We learned that small community organizations (both secular and faith-based) need 1) more information about the resources and support

available from federal, state, and local agencies; and 2) training and technical assistance to build the capacity to use these resources in meeting community needs. Based upon this meeting and input from other interested parties, the Corporation is establishing an intake center to help community and small faith-based organizations discover and make the best use of available public resources. We anticipate that this center will become operational in the fall of 2001.

For the program year 2002-03, we encourage programs requesting continuation funds from the Corporation for National and Community Service to expand their relationships with, and support for, the efforts of civic, community, educational, and faith-based organizations to solve local problems and meet critical needs of individuals and communities. Examples of these efforts include:

- A Texas community partnership of volunteer teams from businesses, civic groups, and churches are helping families along the path toward self-sufficiency. The program utilizes a team approach with the skills, experiences, and resources of many people to help families receiving Temporary Assistance to Needy Families (TANF) to overcome barriers to getting and keeping a good job.
- Catholic Network of Volunteer Service (CNVS), an AmeriCorps Education Awards Program, is a membership organization of 220 faith-based volunteer programs. These programs operate in 50 states, and CNVS member programs work with local community social service agencies and non-profits to identify community needs that may be met through service in the areas of education, and human needs.

For the 2002-03 program year, programs requesting new funding from the Corporation for National and Community Service should demonstrate a connection with secular, and/or faith-based community organizations. The Corporation will give greater weight to applications that do so.

The Corporation is not prescribing any particular approach for meeting this goal of providing support to community organizations, nor is it setting aside funds for any specific category of grantee. In some instances, community organizations (secular and faith-based) may be direct applicants for grant funding. In other cases, Corporation-funded programs might partner with community-based organizations to meet their objectives. In still other cases, Corporation grantees may serve as intermediaries in providing support to community organizations.

Program Types

We support a variety of strategies under this initiative. The following are examples of strategies for full-time, half-time and reduced part-time (including summer) programs. We hope you will identify additional strategies.

- School-based and community-based service programs, including youth corps, that tutor and mentor younger children and offer opportunities to participate in service

- projects after school, on weekends, and during school vacations;
- Faith-based programs that provide literacy and English as a Second Language training for low-income adults, reading improvement for homeless elementary school-age children, or teach and model prosocial skills to children;
- Programs that recruit, train, and support a large number of college volunteers to serve elementary school students in schools to support a conflict resolution curriculum;
- College-based programs in which student AmeriCorps members, including Federal Work Study students, perform substantial service (or act as service-learning coordinators) in local schools or other community settings;
- Summer programs in which AmeriCorps members organize service and other positive activities for children and youth;
- Before- and after-school child care programs led by AmeriCorps members and funded by local communities;
- Full-time service programs run by faith-based organizations, youth corps, or other entities;
- Fellowship programs in which individuals such as recent college or professional school graduates are placed in community service positions;
- Programs sponsored by youth-serving organizations that create opportunities for older members or graduates of the organization to lead positive activities for younger members;
- Service programs for college students that involve half-time service during the academic year and full-time service during the summer;
- Programs in which current welfare recipients carry out important community service activities as part of a welfare-to-work transition; and
- Programs initiated by mayors and other local officials to integrate locally funded AmeriCorps members into community-wide strategies to meet local needs.

Program Size

Your program should be large enough to make a significant difference in your community. While the actual size of your program may vary depending on the size of the community in which it operates, we encourage you to enroll at least 20 full-time equivalent members, regardless of whether members are placed individually or in teams. Small, community based organizations may seek support for a program that enrolls less than 20 full-time equivalent members. Potential sponsors applying through state commissions must adhere to the individual commission's requirements.

Student Service

The Higher Education Reauthorization Act of 1998 requires that all institutions of higher education who receive Federal Work Study (FWS) funds utilize a minimum of 7% of their total FWS budget for community service placements. Each college must also include an elementary or family literacy component. Because this is one important vehicle to encourage and expand student service, the Corporation is very interested in what campuses are doing to meet and exceed this requirement. Community service activities undertaken using FWS can be a valuable resource for national service

programs. While the FWS program is administered by college financial aid offices, many colleges have built strong relationships between the community service, service-learning, or volunteer office and the financial aid office to enhance community service efforts of the campus. Some service offices even manage the community service FWS program on their campus. Both service offices and community partners can assist the financial aid office in enhancing community service FWS programs. For more information on the FWS for Community Service program, you can read about it online at www.ed.gov/offices/OPE/pubs/WorkStudy/.

The Corporation has analyzed data from the 1999-2000 school year reported to the Department of Education on Federal Work Study for Community Service usage. If you would like to see how your institution's usage compares to other institutions, you can view this report online at www.nationalservice.org/resources/.

For new programs operated by higher education institutions that are applying for funding, legal applicants must describe their institution's efforts to support community service under FWS. Specifically include:

- the percentage of your school's 2000-2001 FWS funds that were used for community service placements;
- types of service placements funded through FWS funds;
- description of how community service FWS students are trained and supervised;
- description of your office's current relationship to the financial aid office with respect to community service FWS;
- plans for future collaboration to better utilize these funds; and
- description of the facilitators and barriers to your campus' use of FWS for community service.

Participation in National Days of Service

As part of the National Service Network, there are a number of opportunities for your programs to take part in national service days. We expect all national service programs, including AmeriCorps Education Awards Programs, to participate in one or more days of service, including the Martin Luther King, Jr. Holiday, National Volunteer Week, Youth Service Day, and Make a Difference Day. In addition, we expect AmeriCorps programs to participate in other national service activities such as common opening ceremonies (including the administration of an oath or affirmation), orientations, and training.

Cross-Stream Collaboration

In many communities there are several national service initiatives operating side by side. These include VISTA projects, RSVP programs, Senior Companions, Foster Grandparents and AmeriCorps programs funded through their state commissions and through the Corporation, and Learn and Serve America Higher Education or K-12 programs. There may also be other initiatives sponsored by the state commissions. We expect all national service programs to engage in collaborative activities. This includes, but is not limited to, potential collaboration on service activities. We also encourage

collaborations around training, volunteer recruitment, program director networking, and National Days of Service.

AmeriCorps on the Internet

Programs with AmeriCorps members must have Internet and e-mail capability. We encourage you to subscribe to the AmeriCorps listserv run by the National Service Resource Center at ETR Associates. For further assistance or information on Internet access to the AmeriCorps listserv, call Susan Hillyard at the National Service Resource Center at 1-800-860-2684, ext.105.

Web-Based Reporting System

Programs that receive Education Awards Program grants must use the web-based reporting system (WBRS) to enroll AmeriCorps members and track their service hours and accomplishment data to submit progress reports. Use of WBRS requires a computer with access to the World Wide Web.

Member Terms of Service and Selection

Terms of Service

Programs may engage members full-time or half-time. Full-time members must serve at least 1700 hours during a period of not less than nine months and not more than one year. Half-time members must serve at least 900 hours in less than two years. Programs may propose at least 300 hours for minimum-time, at least 450 hours for quarter-time, and at least 675 hours for reduced half-time members based on the program design. No member can serve less than 300 hours during a one-year period. However, within a program, we generally require all reduced half-time, quarter-time, and minimum-time members to serve the same number of hours. If any reduced part-time program has a need for greater flexibility, we will consider a proposal for two different sets of hours within the same program.

Eligibility for Additional Terms

An individual may receive an education award only for the first and second terms of service in an approved AmeriCorps position. (Please note that an unsuccessful term counts as a term of service for these purposes.) In addition, there are strict limits on the use of federal funds to support an individual serving in a third, or subsequent, term. While members may, in some cases, serve more than one term, mere eligibility for an additional term of service does not, however, guarantee selection or placement.

Member Eligibility

An eligible member is an individual: who is a U.S. citizen, U.S. national, or lawful permanent resident alien of the United States; who is at least 17 years of age at the commencement of service unless the member is out of school and enrolled (a) in a full-time, year-round youth corps Program or full-time summer Program as defined in the Act (42 U.S.C. §12572 (a) (2)), in which case he or she must be between the ages of 16 and 25, inclusive, or (b) in a Program for economically disadvantaged youth as defined in the

Act (42 U.S.C. §12572 (a)(9)), in which case he or she must be between the ages of 16 and 24, inclusive; or has a high school diploma or an equivalency certificate [or agrees to obtain a high school diploma or its equivalent before using an education award] and who has not dropped out of elementary or secondary school in order to enroll as an AmeriCorps member (unless enrolled in an institution of higher education on an ability to benefit basis and is considered eligible for funds under section 484 of the Higher Education Act of 1965, 20 U.S.C. §1091), or who has been determined through an independent assessment conducted by the Program to be incapable of obtaining a high school diploma or its equivalent (provided that the Corporation has waived the education attainment requirement for the individual). The program will be required to maintain appropriate documentation to verify eligibility of its members.

Selection and Placement of Members

Each AmeriCorps program selects its members and the selection criteria may vary. However, your selection process must be non-partisan, non-political, and non-discriminatory. Additionally, your program must establish minimum qualifications according to the service that members provide. Successful completion of an AmeriCorps orientation period is a mandatory qualification for members. You also must ensure that you do not displace any existing paid employees. We encourage you to select members who possess leadership potential as well as a commitment to the goals of the national service program, regardless of educational level, work experience, or economic background. The Corporation encourages programs to place members as quickly as effective program implementation permits.

Member Benefits

- **Living allowances.** We do not set a minimum living allowance for members serving in Education Awards Programs. However, we strongly encourage sponsors to provide a living allowance to full-time members. For other AmeriCorps State/National programs, full-time members receive a minimum of \$9,600 per year.

The maximum amount full-time members may receive as a living allowance from your program is \$19,200 per year. We may waive this maximum, upon request, for certain professional corps and similar programs. Any living allowance for a half-time or reduced part-time member may not exceed a prorated share of the maximum \$19,200.

- **Child care and health insurance.** The AmeriCorps Education Awards Program does not require that you provide either child care or health insurance for members. However, it may be offered by the local program that is responsible for the members.

Education Awards

Most AmeriCorps members who successfully complete a term of service will receive education awards for each year up to two years of service. The following chart shows the relationship between number of hours and AmeriCorps member serves and the education award the member receives based upon successful completion of the term of service.

| Title | # of Hours | Education Award |
|-------------------|-------------------|------------------------|
| Full-time | 1700 | \$4,725.00 |
| Half-time | 900 | \$2,362.50 |
| Reduced half-time | 675 | \$1,800.00 |
| Quarter-time | 450 | \$1,250.00 |
| Minimum-time | 300 | \$1,000.00 |

Members have up to seven years from completion of service to use their education award. They may use their awards to pay for any combination of: (1) the costs of attendance at a qualified institution of higher education; (2) the costs of approved school-to-work programs; or (3) the costs of repaying qualified student loans.

While they serve, members who have outstanding qualified student loans may be eligible for forbearance on their payments. To qualify, they must contact their loan holders and submit the required forms to the National Service Trust. Upon successful completion of members' terms of service, we will make payments for interest accrued during the period of forbearance.

Reasonable Accommodation for disabilities

Programs and activities must be accessible to persons with disabilities. You must provide reasonable accommodations to the known mental or physical disabilities of otherwise qualified members, service recipients, applicants, and program staff. All selections and project assignments must be made without regard to the need of the program to provide reasonable accommodation. By far, the vast majority of accommodations are inexpensive.

Grievance Procedures

You must establish a grievance procedure for members who believe that they have been unfairly released and for other grievances filed by members or other interested parties. The procedures must include an opportunity for a hearing and binding arbitration within statutory deadlines. Additionally, we encourage programs to establish an alternative dispute resolution procedure, such as mediation.

Prohibited Service Activities

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise engaged in activities associated with the AmeriCorps program or the Corporation, staff and members may not engage in the following activities:

- a. attempting to influence legislation;
- b. Organizing or engaging in protests, petitions, boycotts, or strikes;
- c. assisting, promoting, or deterring union organizing;
- d. impairing existing contracts for services or collective bargaining agreements;
- e. engaging in partisan political activities or other activities designed to influence the outcome of an election to any public office;
- f. participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;

- g. engaging in religious instruction; conducting worship services; or engaging in any form of religious proselytization;
- h. providing a direct benefit to:
 - i. a for profit entity;
 - ii. a labor union;
 - iii. a partisan political organization;
 - iv. an organization engaged in the religious activities described in the preceding sub-clause, unless grant funds are not used to support the religious activities; or
 - v. a nonprofit entity that fails to comply with the restrictions contained in section 501(c)(3) of Title 26, except that nothing in this section shall be construed to prevent members or participants from engaging in advocacy activities undertaken at their own initiative;
- i. voter registration drives by AmeriCorps members. In addition to being an unacceptable service activity, Corporation funds may not be used to conduct a voter registration drive;
- j. clerical work, research, or fundraising activities, unless such activities are incidental to the member's direct service activities; and
- k. other activities as the Corporation determines will be prohibited, upon notice to the grantee.

Individuals may exercise their rights as private citizens and may participate in the above activities on their initiative, on non-AmeriCorps time, and using non-Corporation funds. The AmeriCorps logo should not be worn while doing so. In your application for funds, you should specify the actions you will take to ensure that members do not engage in improper activities. Suggestions for compliance with this requirement include signing a certification containing a listing of prohibitions, including a list in your members' training manuals or adding a clause to members' contracts prohibiting them from engaging in prohibited activities.

Coordination with State Commissions

This section applies only to programs and sponsors applying directly to the Corporation. Under the National and Community Service Act, Governor-appointed non-partisan commissions in each state assume responsibility for the distribution and expenditure of funds related to AmeriCorps*State programs, including Commission-supported Education Awards Programs. In addition to their grantmaking responsibilities, state commissions prepare a Unified State Plan for service in the state, including statewide events, opportunities for training and technical assistance and networking between service programs. We consider programs with AmeriCorps members to be part of the Unified State Plan and expect you to be in contact with the state commission on an ongoing basis.

State commissions are responsible for coordinating all Corporation-related service in their states including technical assistance and support to Education Awards Programs.

Each Education Awards Program should maintain regular communications with its state commission and keep the commission informed of program progress, specifically:

- consult with the commission in each state where AmeriCorps members will be placed. Outcomes of this consultation and agreed-upon steps to be taken to ensure that the program fits into the commission's overall priorities in the application planning process should be included;
- deliver a copy of the proposal to each state commission where AmeriCorps members will be placed; and
- notify commissions of new sites that have not been determined at the time of application as soon as the site selection occurs.

We also invite commissions to submit their views about Education Awards Program applications to us and we may consider such views in the review process.

GRANT TERMS AND REQUIREMENTS

Grant Period

We generally provide funding for a three-year project period. Applications must include proposed activities and a proposed budget for the first year of operation, estimated funds you will need in the second and third years of operation, and program objectives for a one year period.

If we approve your application and enter into a multi-year award agreement, we will usually provide funding at the outset only for the first year of the program. The Corporation has no obligation to provide additional funding in subsequent years. Funding for the second and third years of an approved program is contingent upon the availability of funds, satisfactory progress in relation to the approved objectives, submission of proposed changes in activities or objectives, and budget request for the applicable program year, and any other criteria established in the award agreement.

Grant Restrictions

You may have only one application covering a particular project pending before the Corporation at one time. For example, if a national nonprofit organization includes a local affiliate in its application to us, the local affiliate may not seek additional funds for the same project through an AmeriCorps*State application.

Fixed Amount Grant Awards

Upon approval, we will make a Fixed Amount Grant Award that reduces the administrative burdens related to grant management and fiscal reporting for grant recipients. This strategy also streamlines the grant award process for us. It is based on the premise that the reasonable and necessary costs inherent in carrying out the program significantly exceed the amount of assistance provided by the Corporation.

You are not required to keep separate records to document expenditures or provide financial status reports to us. Instead, the actual amount of the grant is tied explicitly to program performance. You may be awarded up to \$400 per FTE, and enrollment of members is the critical standard for entitlement to the grant funds. Generally a program that fails to enroll members for whom it was awarded grant funds may not ultimately be entitled to those funds.

Grantees may treat the grant funds as funds available to support the program overall. Fixed Amount Awards do not require adherence to Federal Cost Principles. We will not issue budget requirements that you must follow. However, Federal Administrative Requirements do apply to grantees, as defined in the Education Awards Program provisions that accompany a grant award.

Responsibilities for Programs Using AmeriCorps Funds

The Corporation's requirements for AmeriCorps are set forth in the regulations and in this application. In addition to being thoroughly familiar with the regulations, you should read these application guidelines carefully because in some cases, more specific information is provided in them.

The regulations for programs funded by AmeriCorps were published in the Federal Register on March 23, 1994 (45 CFR Parts 2510, 2513, et. al.) and may be available at your public library or can be found at www.nara.gov/fedreg/.

Federal Financial Management and Grant Administration Requirements

As with all Federal grant programs, it is the responsibility of all grantees funded by AmeriCorps to ensure appropriate stewardship of Federal funds entrusted to them. To meet this requirement, you must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures. OMB Circular A-133, Audits of States, Local Governments and Nonprofit Organizations, requires all organizations to have financial audits if they annually expend \$300,000 or more under Federal awards. This requirement applies to the organization's total expenditures each fiscal year under all of its Federal awards, not just an AmeriCorps grant.

As with all federal grant programs, you must ensure that your programs or activities, including those of any sub-grantees, will be conducted, and facilities operated, in compliance with the applicable civil rights statutes and their implementing regulations. You must obtain assurances of such compliance prior to extending federal financial assistance to sub-grantees. For civil rights purposes, all programs and projects funded or receiving service members under the National and Community Service Act, as amended, are programs or activities receiving federal financial assistance.

By federal statute and regulation, a person, including members, service recipients, or program staff, may not, on the grounds of race, color, national origin, sex, age, political affiliation, disability (for otherwise qualified individuals with disabilities), or in most cases religion, be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination, directly or through contractual arrangements, under any program or activity receiving federal financial assistance. By Corporation policy, participation in the Corporation's programs and projects must be based on merit and equal opportunity for all, without regard to factors such as sexual orientation, marital or parental status, military service, or religious, community, or social affiliations, in addition to the statutory grounds.

Monitoring Responsibilities

If you are approved for an AmeriCorps grant, you are responsible for managing the day-to-day operations of the grant- and subgrant-supported activities to ensure you are in compliance with applicable federal requirements and you achieve your performance goals. Monitoring must cover each program, function, or activity. You are responsible for ensuring program quality and that your program has an impact on the problems facing the communities in which it operates. This includes monitoring the service of members.

You are responsible for the timely and accurate documentation of member eligibility and service hours. Each program should develop systems that closely track and monitor these issues.

A number of factors may make monitoring a challenge for programs. These include individual placements, programs that are spread out geographically, and programs that attempt to address many issue areas at once. If your program design includes one of these challenges, you should address it specifically in your application and provide specific strategies for monitoring. Strategies that may facilitate program monitoring include: recruiting and enrolling members who can work independently; providing appropriate orientation, ongoing training and a means of regular communication; selecting strong host sites and ensuring strong support from direct-line supervision of members; and narrowing the range of tasks members perform to make monitoring easier.

Reporting and Evaluation Requirements

Every program must develop a system for collecting and organizing data on an ongoing basis. The most common reporting mechanisms are progress and final reports. In addition, your program must cooperate with national program evaluation studies we may undertake. Also, you must compile data on civil rights compliance as detailed in the AmeriCorps Grant Provisions that are part of your grant award.

Your program must have a system that allows you to evaluate and monitor your program activities. You must:

- develop annual objectives;
- track progress toward those annual objectives; and
- institute management procedures that provide regular "customer feedback" that will be used to improve program quality; and collect additional descriptive and demographic data (e.g., member enrollment and exit forms, operating site information forms).

REVIEW PROCESS AND SELECTION CRITERIA

Review Process

We frequently receive far more applications than we can award. We select applications using an extensive, multi-stage process that may include reviews by state commissions, peer review panels, and Corporation staff with approval when appropriate, by our Chief Executive Officer or Board of Directors. The applicant's demonstrated record of accomplishments (including progress-to-date of current AmeriCorps programs) is considered along with the need for program model diversity.

During the peer review process we use outside experts including community service practitioners, educators, administrators, former national service participants, and specialists in the areas of environment, public safety, education, and other human needs to evaluate the quality of applications. During the staff review we determine the relative quality among applications and other emphases addressed in these guidelines (i.e., volunteer mobilization and support to community organizations). Before staff recommends a program for approval, we may conduct clarifying interviews in person or through conference calls.

The following is a list of characteristics of the programs we fund. They include programs that:

- have a track record of delivering effective community service;
- are high-quality, innovative, and that have the potential to be replicated by programs in other areas;
- collaborate with Federal Work Study programs in community service;
- are geographically diverse across the state, region, or country and include urban and rural areas;
- sponsor AmeriCorps activities in areas of high concentrations of low-income people; and
- demonstrate they can effectively develop and administer an AmeriCorps program with proper supervision, monitoring, and evaluation.

In addition, we seek a wide range of program designs and approaches to community service that meet community needs. We also seek a diverse member pool that includes young and older adults, a balance of individuals who have not attended college and those with college education experience, approximately equal numbers of men and women, individuals with disabilities and individuals of all races, ethnicities, and diverse economic backgrounds.

Selection Criteria

We will review proposals according to the following criteria.

Program Design (60%)

- Getting Things Done
- Participant Development
- Strengthening Communities

Organizational Capacity (25%)

Budget/Cost Effectiveness (15%)

We will enter into negotiations with potentially successful applicants in a manner that may require significant modifications to original proposals. Awards are contingent on successful completion of negotiations. The number of applications we approve and the number of education awards we provide during each of the three competitive cycles, are subject to the availability of funds and education awards.

Submissions from state commissions are not subject to review by outside experts at the Corporation, but are subject to staff review and final approval by the Corporation's Board of Directors.

IMPORTANT NOTICE

The Corporation for National and Community Service is changing its application instructions in preparation for an on-line grant application system in fiscal year 2003. We are currently seeking Office of Management and Budget (OMB) approval. Until we receive final approval, we are providing the following application instructions to you in draft form.

You may use these application instructions and forms to plan your program and develop your application. We expect the application instructions and forms to be approved by OMB by mid-January, 2002. At this time we will post any changes on our website: www.nationalservice.org Please check the website to see if there are any changes that are necessary to your application before you submit it.

AmeriCorps Education Awards Program Application Instructions -- DRAFT

Compliance Requirements

You must submit one unbound, single-sided original and two (2) copies of the application. All applicants are encouraged to voluntarily submit an additional four (4) copies of the application to expedite the review process. Applications must arrive at the Corporation by 5:00 p.m. Eastern Standard Time on February 6, 2002, May 14, 2002, and November 7, 2002. Programs planning to operate only in the summer should use the February or November submission dates. Facsimiles or electronic versions will not be accepted. Type and double-space the submission package in not less than 12-point font size, with one-inch margins. Please number the narrative pages. You must follow the page limits specified below. If you exceed the page limit, we will remove any excess pages before reviewing your application. We will not accept appendices. This includes annual reports, videos, brochures or any supplementary material not requested in the application.

We will not review any submission that does not comply with all of the above requirements except under extenuating circumstances as determined by us.

REVIEW CRITERIA FOR NEW APPLICATIONS

The evaluation criteria and their percentage weights are:

| | |
|---------------------------|-----|
| Program Design | 60% |
| Getting Things Done | |
| Participant Development | |
| Strengthening Communities | |
| Organizational Capacity | 25% |
| Budget/Cost Effectiveness | 15% |

I. New Program Application Instructions

General Submission Information. New applicants must submit an application that consists of the following components in the following order. If your program is currently in its third year of operation, you must apply as a new program (recompete).

- Part I SF-424 Face Sheet
- Part II Education Awards Program Budget Form
- Part III Program Narrative
- Objective Summary
- Assurances and Certifications

Part I: SF-424 Face Sheet

Follow the face sheet instructions.

Part II: Education Awards Program Budget Form

Complete the budget form included in these instructions. Remember that your total request may not exceed \$400 per full-time equivalent position. The budget form is for evaluation purposes only and will not appear in a grant award.

Part III. Program Narrative Instructions for AmeriCorps Education Awards Programs

The purpose of the program narrative is for you to provide a project plan with a clear and compelling justification for awarding the requested funds. Part III covers the multi-year proposed project period for which you are requesting approval.

Because this application serves the needs of all Corporation for National and Community Service programs, you may not be required to complete all sections. Be sure to use the same headings provided below when completing your program narrative.

The Narrative Sections include:

- A. Executive Summary (one single-spaced page)
- B. Summary of Accomplishments and Impacts (two single-spaced pages)
- C. Needs and Service Activities
- D. Strengthening the Community
- E. Recruiting and Developing Members, Volunteers and Participants
- F. Program Management
- G. Organizational Capacity
- H. Other – Budget/Cost Effectiveness

There is a 20 page, double-spaced page limit on sections C-H.

Note: The Corporation for National and Community Service Selection Criteria is:

| | |
|---------------------------------|---|
| Program Design (60%) | Part III, sections A, B, C, D, E, and objective form |
| Organizational Capacity (25%) | Part III, sections F and G. |
| Budget/Cost Effectiveness (15%) | Part III, section H |

A. Executive Summary (one single-spaced page)

The purpose of the executive summary is for you to provide short, clear, concise statements about your proposed program -- a series of "sound bites" that provides a clear picture of your program and the service it will complete. This should include the four elements listed below.

1. Statement of Need

The overall purpose of AmeriCorps is to help local communities address critical unmet needs. Provide a description of the critical need that has prompted your organization to submit an AmeriCorps proposal. Examples: Sometown has a city-wide high school drop out rate of 50%... Only 42% of Sometown's first through third graders read at grade level... Only 2% of the homeless population gets assistance in moving to permanent housing... The pollution in the Sometown River has steadily increased over the past 10 years so that fish and other marine animals are no longer able to live in the River.

Some Education Awards Programs are large in scope, and are designed to meet a wide range of community needs. For those programs, include an overview of the compelling need or range of needs that your AmeriCorps program intends to address.

2. Mission Statement.

Include the mission statement for your agency, organization, or collaborative that is supporting the AmeriCorps program. "Mission statement" is a description of the overarching purpose of the organization. State how the mission of your organization relates to the identified need(s) above. If there is not a clear connection between the statement of need(s) and the mission of your organization, please describe why you are supporting a program that addresses the need listed above. Examples of mission statements: to enhance awareness and promote citizen involvement in natural resource management; to connect educational institutions with the community in order to facilitate the application of knowledge and learning; to assist individuals and families in accessing community resources.

3. Expected Impact.

Explain what part of the identified need you will address in your proposed AmeriCorps program, and what the impact of the service will be. For instance, if the need is a soaring rate of high school dropouts in the city, the expected impact of the program might be to decrease the high school dropout rate by 10% in two high schools. For programs that are designed to meet a broad range of needs, please provide estimates of your proposed impact in specific areas, if possible, and a more general statement about "impacts" on a program-wide basis (i.e., 75,000 children will be provided tutoring, mentoring, health screening and/or recreation).

4. Summary of Program Design.

Provide a concise description of your proposed AmeriCorps program, including the activities that AmeriCorps members perform to reach the expected impact of the program. The summary of the program design should include a brief description of the overall structure of the program including

grantee, sub-grantee(s) and/or host/site organization relationships. You do not have to identify each host organization.

B. Summary of Accomplishments and Impacts (two single-spaced pages)

First time applicants: please leave blank. Current or previous AmeriCorps grantees are required to complete this section.

For all prior years of AmeriCorps funding, restate your program's objectives and provide a clear description of program impact and accomplishments.

C. Needs and Service Activities

The Needs and Service Activities section is equivalent to the previously labeled category, "Getting Things Done." It describes the direct service that will occur in the proposed program.

1. Describe the process by which specific needs were identified at the community level.
2. Define at least one specific "Getting Things Done" objective your program will accomplish in the coming year.
3. What are the service activities the members will perform?
4. How will the objective(s) directly relate to the activities of the members and how will you measure impact?
5. Why is an Education Awards Program an appropriate means of meeting the needs?
6. "Value Added". If you currently operate a community service program and are proposing to make education awards available for those performing the service, please describe how the education awards will add value to the program and increase or enhance the program's impact in the community. This "value added" may be established by:
 - increasing the number of members participating in the service program;
 - launching new service sites or new service activities;
 - increasing the number of hours of community service provided;
 - expanding the role of community volunteers in the program;
 - improving the caliber or diversity of members enrolled; or
 - promoting other strategies to expand the program or enhance its impact in the community.

D. Strengthening the Community

AmeriCorps strengthens communities through community involvement and consultation. We believe that local involvement and input is vital to the development of quality service programs that sustain and build communities.

1. Discuss plans to mobilize community volunteers.
2. Identify community organizations that will be involved as partners.

3. Describe how the program will document appropriate hours of service.
4. Discuss what you will do to identify the program as part of the AmeriCorps network.
5. Describe your relationship with and support for the efforts of civic, community, educational, and faith-based organizations.
6. **For higher education institution applicants only:** Describe your institution's efforts to support community service under Federal Work Study. Specifically include:
 - the percentage of your school's 2000-2001 FWS funds that were used for community service placements;
 - types of service placements funded through Federal Work Study funds;
 - description of how community service FWS students are trained and supervised;
 - description of your office's current relationship to the financial aid office with respect to community service Federal Work Study;
 - plans for future collaboration to better utilize these funds; and
 - description of the facilitators and barriers to your campus' use of Federal Work Study for community service.

E. Recruiting and Developing Members

Your program builds strong communities when it engages diverse members and staff in common service. You should actively seek to include members and staff from the communities where your project operates as well as men and women of different races, ethnicities, education levels, socioeconomic backgrounds, and physical and mental abilities. The AmeriCorps members in your program should receive training specific to their service activities as well as training on AmeriCorps and the ethic of service.

1. Identify the skills and characteristics that AmeriCorps members will need to perform the proposed service activities including minimum qualifications and any specialized skills required to carry out service assignments.
2. Describe how you will recruit, select, and train AmeriCorps members – including orientation to member rights, responsibilities and prohibited activities.
3. Describe the member development activities that will occur.
4. Describe how you will ensure that members understand their unique identity as AmeriCorps members.
5. Discuss where and how you will place and supervise members.
6. Identify what benefits, if any, your members will receive, such as living allowance and other benefits. If you are requesting full-time members who will not receive any living allowance, please discuss how you expect them to meet basic living expenses.

Program Design Issues

We support a variety of program strategies that may effectively use the education award as a resource to help solve community problems. To the extent that your proposal reflects one or more of the following, you should include specific strategies for how you will handle each program design issue.

- a. Programs that involve part-time members who receive no living allowance or other benefits can be particularly successful but may pose unique management challenges. Such programs can create problems with inadequate attendance or premature departure from the program.

If you propose such a program, you should propose strategies to help answer the challenges. Strategies may include developing quality service activities that members find both challenging and satisfying; providing extensive educational or career development opportunities for members; requiring explicit acknowledgment of the service term obligation from members; and creating sufficient schedule flexibility to permit member progress despite other personal time commitments, such as a job, college, or family. Include any other strategies you have identified.

- b. Placing non-stipended members with other members who receive living allowances and benefits sometimes creates difficulties. Frequently, negative consequences result when members with different benefits packages serve together. Problems include the morale of members, resentment about service assignments, and conflicts concerning program responsibilities. Efforts to avoid such problems must be a significant priority.

Within your application, you should identify and propose strategies that may help avoid or ameliorate such situations. Strategies include placing the Education Award members at new program sites (where no current members are serving); identifying distinct service activities for the different types of members; using non-Corporation funds to pay a living allowance or other benefits; and clarifying the variable benefits available to different members at the beginning of the program.

- c. It is imperative to ensure that the on-site supervisors of Education Awards Program AmeriCorps members are adequately trained, supervised and supported to oversee the service of AmeriCorps members and meet program requirements. This is particularly true with those who supervise members in single or small group placements. Because strategies to provide sufficient orientation and on-going support for these supervisors are critical to the success of Education Awards Programs, you should identify in your proposal the strategy you will use.

F. Program Management

In this section, please identify the structure, resources, and plans for the management of your AmeriCorps program, including service sites. Include the following topics, if applicable:

1. **Changes to current program**
If you presently operate a service program, describe what changes you will make in your current program to meet AmeriCorps requirements. (e.g. changes in staffing, participant recruitment, selection, training, placement, preparation of service sites, expansion of community partners, etc.)
2. **Selection and supervision of sites/host organizations**
Describe the process by which you select sites/host organizations, and the mechanisms and procedures for oversight, communication and reporting.
3. **Delivery of training/technical assistance to sites**
Describe plans for initial orientation and training of site/host organizations and site supervisors, preparing service sites for their participation, and providing ongoing support, needs assessment and delivery of technical assistance.
4. **Monitoring**
Describe procedures for monitoring compliance with grant requirements, including plans for monitoring sites; and assuring that members comply with provisions related to prohibited activities.
5. **Progress toward objective(s)**
Describe how you will monitor progress toward the annual objective(s) described above and how you will collect information on the measurable accomplishments of service activities.
6. **Hours of Service**
Describe procedure for documenting and certifying hours of members' service.
7. **(Answer only if you are applying directly to the Corporation.)**
What was the outcome of the required consultation with the state commission(s) representing states in which your members will serve and what steps are you taking to ensure that your program/sites collaborate with Commission priorities and activities?

G. Organizational Capacity

Please identify your organization's overall capacity to operate an AmeriCorps program.

1. **Sound track record in the issue area(s) the project will address**
Describe your organization's past experience and current capacity to operate or coordinate the proposed service program.
2. **Principal program staff**

Describe staff structure and discuss the background, experience, and relevant accomplishments (or specific skills needed) of the principal staff who will be accountable for this program. Include a current or proposed organization chart that includes the new program.

3. Capacity to manage finances

For programs requesting funds, describe your financial management systems, including any past experience managing federal grant funds, whether or not your program has been audited, and whether or not the audit was subject to federal requirements. (Provide a copy of any audit report received in the past five years.)

4. Volunteers

Describe your experience with mobilizing volunteers to support service activities.

H. Budget/Cost Effectiveness:

1. Budget that supports the program design

Describe how the budget reflects program goals and design and supports the AmeriCorps program activities.

2. Non-Corporation support and sustainability

Describe the program's relationship with and support from relevant units of government, community-based organizations, members, citizens and others. Discuss how program will attempt to build community support and support from federal, state and local funding sources, including private sources. Discuss plans for sustaining the program beyond the grant term

Objective(s)

Complete the AmeriCorps Objectives Worksheets following the instructions for each objective you create. Remember, you are only required to create one "Getting Things Done" objective. Your objective(s) should be clearly linked to the program narrative and focus on the areas in which you expect to make the greatest impact. Allow time so that you address all of the components needed in developing an objective. Once you have completed a worksheet for each objective, transfer each summary statement onto the AmeriCorps Program Objectives Summary Form. Submit only the AmeriCorps Program Objectives Summary Form to us.

Assurances and Certifications

Read the certifications and assurances carefully. When you have done so, complete the form which certifies that your organization will comply with all the required assurances and certifications.

II. Continuation Instructions

General Submission Information

Continuation instructions apply only to programs that are currently in their first or second year of operation. You should include the information below in your continuation request.

- **SF-424 Face Sheet**
- **Education Awards Program Budget Form**
- **Next Year's Plan.** Narrative of 3 to 5 pages covering changes to the previous year's program activities and/or program objectives, a concise summary of program progress and results during previous year, how your program will support the efforts of community and faith-based organizations in meeting community needs, and your plans to provide training and the use of service experiences to help members acquire the knowledge, skills, and values needed to be active citizens of communities.

Include also any specific Corporation requests for responses to feedback from site visits, progress report reviews, or any additional information requested by state commissions.

- **For higher education institutions only.** Describe your institution's efforts to support community service under Federal Work Study. Specifically include:
 - the percentage of your school's 2000-2001 FWS funds that were used for community service placements;
 - types of service placements funded through Federal Work Study funds;
 - description of how community service FWS students are trained and supervised;
 - description of your office's current relationship to the financial aid office with respect to community service Federal Work Study;
 - plans for future collaboration to better utilize these funds; and
 - description of the facilitators and barriers to your campus' use of Federal Work Study for community service.

III. Application Instructions for State Commissions Submitting an Education Awards Program Plan

General Submission Information. We will accept proposals from state commissions for a large number of undesignated education awards. If you chose this option, your proposal should include a minimum of 50 full-time equivalents (FTE's). You may use the award to support a single state-wide multi-site initiative or independent local projects.

Although you may request any number of FTEs and related program costs, you must designate specific subgrants within six months of our grant award.

If you choose to submit an Education Awards Program Plan, you may also submit specific proposals through our regular process. If your program is currently in its third year of operation, you must apply as a new program (recompete).

- **Part I. SF-424 Face Sheet**
- **Part II. Budget Form and Budget Narrative**
- **Part III. Program Narrative for Education Awards Program**
- **Objective(s)**
- **Assurances and Certifications**

Part I. SF-424 Face Sheet
Follow the face sheet instructions.

Part II. SF-424 Budget Form and Budget Narrative
Prepare a budget narrative following the budget narrative instructions.
From the budget narrative, complete the form.

Part III. Program Narrative Instructions for Education Awards Program
The purpose of the program narrative is for you to provide a project plan with a clear and compelling justification for awarding the requested funds. Part III covers the multi-year proposed project period for which you are requesting approval.

Be sure to use the same headings provided below when completing your program narrative. If the program design includes non-AmeriCorps service programs and proposes that education awards will be available to the members serving in these programs, your narrative must describe how the education awards will add value to the program and increase or enhance the program's impact in the community. (See "Value Added" in Program Design Description on page 34.)

The Narrative Sections include:

- A. Executive Summary (one page, single-spaced maximum)
- B. Summary of Accomplishments and Impacts (two page, single-spaced maximum)
- C. Needs and Service Activities [Getting Things Done]
- D. Strengthening the Community
- E. Recruiting and Developing Members
- F. Program Management
- G. Organizational Capacity
- H. Other – Budget/Cost Effectiveness

There is a 20 page, double-spaced limit on sections C-H.

Note: The Corporation for National and Community Service Selection Criteria is:

Program Design (60%)

Part III, sections A, C, D, and E . B is not applicable for plans.

Getting Things Done, Member Development and Strengthening Communities Objectives.

Organizational Capacity (25%)

Part III, section G. F is not applicable for plans.

Budget/Cost Effectiveness (15%)

Part III, section H.

A. Executive Summary

The purpose of the executive summary is for you to provide short, clear, concise statements about your proposed program. It is, in fact, a series of “sound bites” that provides a clear picture of your program and the service it will complete.

Provide an overview of the program, not to exceed one page, which identifies the process you will use to develop, implement, and monitor the program; the intended sponsors of the service; the types of service activities members will carry out; and the anticipated results.

B. Summary of Accomplishments and Impacts

Not applicable to plans.

C. Needs and Service Activities

The Needs and Service Activities section is equivalent to the previously labeled category, "Getting Things Done." It describes the direct service that will occur in the proposed program.

1. Describe the compelling needs these Education Awards will meet.
2. What strategy will you use to select service sponsors/activities and allocate members and funds among those sponsors?
3. What are the type of service activities that members will perform?
4. Define specific community service objective(s) for the program activity.
5. Include a plan for collection and measurement of data to demonstrate program results.
6. If the program design includes non-AmeriCorps service programs and proposes that education awards will be available to the members serving in these programs, your narrative must describe how the education awards will add value to the program and increase or enhance the program's impact in the community. (See "Value Added" #6 on page 34.)

D. Strengthening the Community

AmeriCorps strengthens communities through community involvement and consultation. We believe that local involvement and input is vital to the development of quality service programs that sustain and build communities. This includes extensive broad-based local input to design, implement, and evaluate your project.

1. Discuss roles that you or community partners will play in the program.
2. Describe how you intend to use AmeriCorps members to mobilize community volunteers and involve them in program activities.
3. Include plans for collaboration with other Corporation initiatives.
4. Describe program's linkage with and support for the efforts of civic, community, educational, and faith-based organizations.

E. Recruiting and Developing Members

Your program builds strong communities when it engages diverse members and staff in common service. You should actively seek to include members and staff from the communities where your project operates as well as men and women of different races, ethnicities, education levels, socioeconomic backgrounds, and physical and mental abilities. The AmeriCorps members in your program should receive training specific to their service activities as well as training on AmeriCorps and the ethic of service.

1. Identify the number and characteristics of members you expect.
2. Include a recruitment plan and member selection criteria.
3. Describe member placement and supervision processes.
4. Describe pre-service and in-service training plans to prepare members to successfully carry out service.

F. Program/Project Management

Not applicable for plans

G. Organizational Capacity

Describe the specific organizations or the process you will use to ensure the organizational capacity of subgrantees in these areas:

1. structure of program, including a one-page chart to display organizational relationships;
2. experience of subgrantee(s) in administering federal grants;
3. relevant program and management experience of proposed key staff;
4. track record of sponsor and/or host sites in issue area(s) you will address;
5. sponsor(s) experience and capacity to monitor program activity and compliance; and
6. process by which you will obtain feedback from partners and use it to improve program quality.

H. Budget/Cost Effectiveness:

Non-Corporation support and sustainability

Describe resources available (other than Corporation funds) to operate and sustain the program or how you will assess this in selecting subgrantees.

Objective(s)

Submit one or more objectives according to the guidance in these instructions.

Assurances and Certifications

Read the certifications and assurances carefully. When you have done so, complete the form which certifies that your organization will comply with all the required assurances and certifications.

DRAFT

PART I - FACESHEET

APPLICATION FOR FEDERAL ASSISTANCE

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--|---|--|--|---|--|--|--|--|--|----------|--------------------------------|-----------|--|--------------|-----------------------|-------------|-----------------|---------------|---------------|-------------------|------------------------|---------------------|------------------------------------|--------------------------|--|
| 2. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): | | 3. a. DATE RECEIVED BY STATE: | 1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Non-Construction <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 4. a. DATE RECEIVED BY CNS: | 3.b. STATE APPLICATION IDENTIFIER: 4.b. CNS GRANT NUMBER: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. APPLICANT INFORMATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEGAL NAME: ORGANIZATIONAL UNIT: ADDRESS (give street address, city, county, state and zip code): | | NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: TELEPHONE NUMBER: () - FAX NUMBER: () - INTERNET E-MAIL ADDRESS: WEBSITE: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. EMPLOYER IDENTIFICATION NUMBER (EIN): <table border="1"><tr><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | - | | | | | | | 7.a. TYPE OF APPLICANT: (enter appropriate letter in box) <input type="checkbox"/> <table><tr><td>A. State</td><td>H. Independent School District</td></tr><tr><td>B. County</td><td>I. State Controlled Institution of Higher Learning</td></tr><tr><td>C. Municipal</td><td>J. Private University</td></tr><tr><td>D. Township</td><td>K. Indian Tribe</td></tr><tr><td>E. Interstate</td><td>L. Individual</td></tr><tr><td>F. Intermunicipal</td><td>M. Profit Organization</td></tr><tr><td>G. Special District</td><td>N. Private Non-Profit Organization</td></tr><tr><td colspan="2">O. Other (specify) _____</td></tr></table> | | A. State | H. Independent School District | B. County | I. State Controlled Institution of Higher Learning | C. Municipal | J. Private University | D. Township | K. Indian Tribe | E. Interstate | L. Individual | F. Intermunicipal | M. Profit Organization | G. Special District | N. Private Non-Profit Organization | O. Other (specify) _____ | |
| | | | - | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. State | H. Independent School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. County | I. State Controlled Institution of Higher Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. Municipal | J. Private University | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. Township | K. Indian Tribe | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. Interstate | L. Individual | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F. Intermunicipal | M. Profit Organization | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G. Special District | N. Private Non-Profit Organization | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| O. Other (specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. TYPE OF APPLICATION (Check appropriate box): <input type="checkbox"/> NEW <input type="checkbox"/> CONTINUATION <input type="checkbox"/> REVISION If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award: <input type="checkbox"/> B. Decrease Award: <input type="checkbox"/> C. Increase Duration: <input type="checkbox"/> D. Decrease Duration: <input type="checkbox"/> E. Other (specify below): <input type="checkbox"/> _____ | | 7.b. CNS APPLICANT CHARACTERISTICS Enter appropriate code in each blank: _____, _____, _____, _____, _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Name of Program _____ | | | | | | | | 9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc.): | | 11. TITLE OF APPLICANT'S PROJECT: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. PROPOSED PROJECT: START DATE: END DATE: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. ESTIMATED FUNDING: Check applicable box: Yr 1: <input type="checkbox"/> Yr 2: <input type="checkbox"/> or Yr 3: <input type="checkbox"/> | | 15. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. FEDERAL | \$ | a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. APPLICANT | \$ | b. NO. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. STATE | \$ | <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. LOCAL | \$ | 16. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. OTHER | \$ | <input type="checkbox"/> YES If "Yes," attach an explanation. <input type="checkbox"/> NO | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. TOTAL | \$ | 17. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: | | b. TITLE: | c. TELEPHONE NUMBER: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: | | e. DATE SIGNED: | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PART I: FACE SHEET INSTRUCTIONS

This form is required for pre-applications and applications submitted for federal assistance.

Item

1. Filled in for your convenience.
2. Self-explanatory.
3. 3.a. and 3.b. are for State use only (if applicable).
4. Item 4.a: Leave blank
Item 4.b: If you are a recipient in year 1 or 2 of an already-awarded grant, enter the grant number. Otherwise, leave blank.
5. Enter the following information:
 - a. Your organization's legal name.
 - b. The name of the primary organizational unit that will undertake the assistance activity, if different.
 - c. Your organization's complete address using the full nine-digit ZIP code.
 - d. The name and contact information of the project director or other person to contact on matters related to this application.
6. Enter your Employer Identification Number (EIN) as assigned by the Internal Revenue Service.
7. Item 7.a.: Enter the appropriate letter in the box.
Item 7.b.: Consult the following list of characteristics of applicants and enter (ALL that apply) of the corresponding numbers, each in a separate blank.

| | |
|---|---|
| 1. Governor's Office | 19. 2-year college |
| 2. State Commission/Alternative Administrative Entity | 20. Tribally controlled college or university |
| 3. State Education Agency | 21. School (K-12) |
| 4. Other State Government | 22. Area Agency on Aging |
| 5. U.S. Territory | 23. Chamber of Commerce/Business Association |
| 6. Local Education Agency | 24. Community-Based Organization |
| 7. Local Affiliate of National Organization | 25. Service/Civic Organization |
| 8. Statewide Association | 26. Volunteer Management Organization |
| 9. Community Action Agency/ Community Action Program | 27. Law Enforcement Agency |
| 10. Tribal Government Entity | 28. Health Department |
| 11. Tribal Organization (non-government) | 29. Self-Incorporated Senior Corps Project |
| 12. Grant-making Entity Operating in Two or More States | 30. Faith-based organization |
| 13. Higher Education Consortium | |
| 14. Vocational/Technical College | |
| 15. Liberal Arts College | |
| 16. Historically Black College or University (HBCU) | |
| 17. Hispanic Serving College or University | |
| 18. Community College | |

8. Check appropriate box for type of application and enter appropriate letter(s) in the lower boxes:
 - a. “New” means you are applying for assistance for the first time, under this program, or are re-applying as a new grantee after completing your grant cycle.
 - b. “Continuation” means you are applying for second or third year funding within your 2 or 3 year project period.
 - c. “Revision” means any change in CNCS’s existing financial obligation or contingent liability. For a “Revision”, check the appropriate box “A” – “E”.
9. Filled in for your convenience.
10. Use the following list of CFDA (Catalog of Federal Domestic Assistance) numbers for the applicable program listing, or other source if instructed:
 - 94.001 Retired and Senior Volunteer Program (RSVP)
 - 94.003 State Commissions on National and Community Service – Operating Funds
 - 94.004 Learn and Serve America School and Community-Based
 - 94.005 Learn and Serve America Higher Education
 - 94.006 AmeriCorps*State and National Direct
 - 94.007 Innovation Grants (Indicate in Block 10 the applicable program, e.g., Martin Luther King, Jr., Day, Disabilities Outreach, America’s Promise Fellows, AmeriCorps Education Award, Etc.)
 - 94.009 Training and Technical Assistance
 - 94.011 Foster Grandparent Program
 - 94.013 AmeriCorps*VISTA
 - 94.015 Senior Demonstration Program
 - 94.016 Senior Companion Program
11. Enter the title of the project.
12. List only the largest political entities affected (e.g., the State, counties, cities).
13. (See item 8)

New application: Enter the dates for the proposed project period. It can be up to three years.

Continuation application or application for revision: Enter the dates of the approved project period.
14. See below for the funding lines applicable to different programs. Check the appropriate box to indicate the grant year for which funding is being requested. If applying for a period of a year or less, check the “Yr. 1” box. Enter the amount requested or to be contributed during this budget period. The value of in-kind contributions should be included in these amounts, as applicable. For revisions (See item 8), if the action will result in a dollar change to an existing award, include only the amount of the change. For decreases, enclose the amounts in parentheses.

Applicable Funding Lines:

All lines: RSVP, Foster Grandparent Program, Senior Companion Program, and AmeriCorps*VISTA

Lines a, b, Total: AmeriCorps, Learn and Serve America, State Commissions, Innovation Grants, and Training and Technical Assistance, as applicable.

15. The state or states in which your project will operate may have established a review and comment procedure on federal assistance, in response to Executive Order 12372. This process, if applicable to the program for which you are applying, provides the state(s) an opportunity to review your application. To determine whether your application is subject to this review, RSVP, Foster Grandparent Program, Senior Companion Program and AmeriCorps*VISTA applicants should contact their Corporation State Office. After confirmation of status, fill in the date or check the appropriate box.
16. Check the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit allowances, loans, and taxes.
17. The person who signs this form must be the applicant's authorized representative. A copy of the governing body's authorization for this official representative to sign must be on file in the applicant's office.

Note: Falsification or concealment of a material fact, or submission of false, fictitious or fraudulent statements or representations to any department or agency of the United States Government may result in a fine of not more than \$10,000 or imprisonment for not more than five (5) years, or both. (18 U.S. Code Section 1001)

EDUCATION AWARDS PROGRAM BUDGET FORM

DRAFT
AMERICORPS

Program Cycle: ☐ 2000-03 ☐ 2001-04 ☐ 2002-05

Program Year: _____

☐ Original ☐ Revised

(Date of revision)

Please attach the budget narrative to this page.

Legal Applicant Name: _____

Program Name: _____

BOX 1 AmeriCorps Member Positions Requested

| | (a) Hours | (b) Number of members | (c) FTE Calculation ¹ | (d) No. of FTEs |
|-------------------|--------------|--------------------------|-------------------------------------|--------------------|
| 1 Year Full Time | 1700 | _____ | 1.000 (b x c) | _____ |
| Half Time | 900 | _____ | 0.500 (b x c) | _____ |
| Reduced Half-Time | 675 | _____ | 0.375 (b x c) | _____ |
| Quarter-Time | 450 | _____ | 0.250 (b x c) | _____ |
| Minimum-Time | 300 | _____ | 0.200 (b x c) | _____ |
| | | | TOTAL FTEs | ===== |

¹ Used to calculate cost/FTE and is fixed regardless of the number of hours served.

Budget Request (may not exceed \$400 per full-time equivalent)

Staff Costs \$ _____

Program Costs:

Training _____

Travel _____

Supplies _____

Other: _____

Subtotal \$ _____

Total Budget \$ _____

INSTRUCTIONS: AmeriCorps Education Awards Program Budget Form

Please type budget form or recreate comparable form on the computer. Round all figures to the nearest dollar.

Program Cycle

- Check the program cycle that corresponds with the year in which you submitted a new application to the Corporation. Give the program year within the program cycle that this budget will cover.

Original/Revised

- Use this budget form for the original and all revised budgets. At the beginning of each program year, you will submit an original budget for that program year. If necessary, you should mark subsequent budget revisions as such with the date of revision.
- You must attach a budget narrative to the budget form. On a separate page, briefly explain each of the budget request line items.

Legal Applicant/Program Name/Site Location

- From the title page, copy the name of the Legal Applicant (item 2) and name of the Program (item 4).

Box 1

- In column b indicate the number of members in each category.
- In column d, calculate the number of FTE (full-time equivalents) using the formulas listed. At the bottom of column d, indicate the total number of FTE for the program by adding all numbers in column d.

Budget Request (may not exceed \$400 per full-time equivalent)

- **Staff.** Indicate cost for staff directly supporting AmeriCorps Education Award Program.
- **Program Costs:** Indicate program management costs in specific categories, and include additional categories of program management costs as needed.

Budget Narrative:

- On a separate page, briefly explain each of the budget request line items. If you are applying for the first year of the program, include projected budgets for years 2 and 3. If you are submitting information for the second program year, include a projected budget for year 3. You do not have to describe each line item of the projected budget, but you should indicate the line items that you expect to increase or decrease in future years.

Please identify objective category and then indicate the number of the objective. Please note that objective one serves at the program's primary objective.

Category (Select One)

Number (Select One)

☐ GETTING THINGS DONE

☐ MEMBER DEVELOPMENT

☐ STRENGTHENING COMMUNITIES

☐ 1

☐ 2

☐ 3

| Building Objectives | For example |
|---|---|
| 1. What activity will members engage in? How many members will engage in this activity? Where will the members engage in the activity? With whom (general category: students by grade level, parents, senior citizens, victims of recent crimes, etc.) and how frequently ? | 6 members will tutor students, identified by teachers as low achievers, each day for 1 hour in Brook, Pond and Stream Elementary School . |
| 2. What will change as a result of the activity? (Be sure that there is a direct connection between the <i>activity</i> and the <i>desired change</i> .) | Students' academic performance will be enhanced. |
| 3. What tools/methods will the program use to measure the change? (Please identify the specific instrument the program will use.) | Tracking sheet for daily grades, teacher anecdotes, and quarterly test scores . |
| 4. How much change will indicate success? Over what period of time ? How many (numbers or percentage) beneficiaries will achieve this level of change? | 85% of students will demonstrate increase in grades at least one grade level in the tutored subject over the course of the academic year . |
| 5. How many people will directly benefit from this activity? | 150 students will benefit. |
| 6. Restate your complete objective (steps 1 – 5). Sample: <i>6 members will tutor 150 low achieving students (as identified by teachers), each day for 1 hour in Brook, Pond, and Stream Elementary School, with 85% of the students demonstrating increase in grades of at least one grade level in the tutored subject over the course of the academic year, as measured by tracking sheet for daily grades, teacher observations, and quarterly test scores.</i> | |

AMERICORPS PROGRAM OBJECTIVES SUMMARY FORM

Date of Submission _____

Please type. Please include each of the program objective summary statements from Box 6 of the AmeriCorps Objective Worksheets in the space below. Submit this form, not the worksheets, to the Corporation with your program application. If you have more than three objectives in any category, duplicate this form to record additional objectives.

Legal Applicant: _____ Program Cycle: ☐ 2000-03 ☐ 2001-04 ☐ 2002-05

Site Location (City, State): _____
(for National Direct programs only)

| |
|---|
| <div>Getting Things Done 1. _____ 2. _____ 3. _____</div> |
| <div>Member Development 1. _____ 2. _____ 3. _____</div> |
| <div>Strengthening Communities 1. _____ 2. _____ 3. _____</div> |

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Certifications and Assurances

Instructions

By signing and submitting this application, as the duly authorized representative of the applicant, you certify that the applicant will comply with the Certifications and Assurances described below.

a) Inability to certify

Your inability to provide the certifications or assurances listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

b) Erroneous certification or assurance

The certifications and assurances are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

c) Notice of error in certification or assurance

You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

d) Definitions

The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded” as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a “prospective primary participant in a covered transaction” as defined in the rules implementing Executive Order 12549. You may contact us for assistance in obtaining a copy of those regulations.

e) Certification requirement for subgrant agreements

You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

f) Certification inclusion in subgrant agreements

You agree by submitting this proposal that you will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

g) Certification of subgrant principals

You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

h) Non-certification in subgrant agreements

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

i) Prudent person standard

Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the certifications and assurances required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

CERTIFICATIONS

Certification – Debarment, Suspension, and Other Responsibility Matters

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, *Participants' responsibilities*.

- A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:
- Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
 - Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
 - Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and
 - Has not, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;
- B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

Certification – Drug-Free Workplace

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about—
- the dangers of drug abuse in the workplace,
 - the grantee's policy of maintaining a drug-free workplace.
 - any available drug counseling, rehabilitation, and employee assistance programs, and
 - the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will:
- abide by the terms of the statement, and
 - notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

- E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted—
 - Taking appropriate personnel action against such an employee, up to and including termination; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

Certification – Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

- No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;
- If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;
- The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

ASSURANCES

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

- Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is

acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.

- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub-agreements.
- Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.
- Will comply with all applicable requirements of all other federal laws, executive orders, regulations, application guidelines, and policies governing this program.

CERTIFICATION AND ASSURANCES

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| CERTIFICATION SIGNATURE | | NOTE: Sign this form and include in the application. Before completing certification, please read the Certification Instructions. |
| SIGNATURE: | | By signing this Certification page, you certify that you agree to perform all actions and support all intentions in the Certification sections of this application. The three Certifications are: <input type="radio"/> Certification: Debarment, Suspension and Other Responsibility Matters <input type="radio"/> Certification: Drug-Free Workplace <input type="radio"/> Certification: Lobbying Activities |
| Legal Applicant: | | |
| Project Name: | | |
| Name and Title of Authorized Representative: | | |
| Signature: | | |
| Date: | | |

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|---|--|--|
| ASSURANCE SIGNATURE | | NOTE: Sign this form and include in the application. |
| SIGNATURE: | | By signing this assurances page, you certify that you agree to perform all actions and support all intentions in the Assurances section. |
| Organization Name: | | |
| Project Name: | | |
| Name and Title of Authorized Representative: | | |
| Signature: | | |
| Date: | | |

Application Check-List

Materials to include in Application:

- ☐ Signed SF-424 Face Sheet
 - ☐ Executive Summary: All applicants (**no more than one page—single spaced**)
 - ☐ For Current AmeriCorps grantees only: Summary of Accomplishments and Impacts (**no more than two pages—single spaced**)
 - ☐ Program Narrative (**no more than 20 pages—double spaced**)
 - ☐ Objective Summary Form
 - ☐ Budget Form
 - ☐ Budget Narrative
 - ☐ Assurances and Certifications
 - ☐ Original application and two copies. All applicants are encouraged voluntarily to submit four additional copies of the application to expedite the review process.
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- ☐ This application is double-spaced
 - ☐ This application is in 12-point font
 - ☐ This application consists of one unbound, single-sided original and two copies.